

**DESIGNING A BLENDED EFL UNIT WITH DIRECTED ACTIVITIES RELATED  
TO TEXTS (DARTs) TO FOSTER 10<sup>TH</sup> GRADERS' READING  
COMPREHENSION**

**OMIS JOHANA ESPITIA ALTAMIRANDA**

**LUZ KARINA MEJÍA GERMÁN**



**UNIVERSIDAD DE CÓRDOBA**

**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**

**DEPARTAMENTO DE LENGUAS EXTRANJERAS**

**MONTERÍA-CÓRDOBA**

**2020**

**DESIGNING A BLENDED EFL UNIT WITH DIRECTED ACTIVITIES RELATED  
TO TEXTS (DARTs) TO FOSTER 10<sup>TH</sup> GRADERS' READING  
COMPREHENSION**

OMIS JOHANA ESPITIA ALTAMIRANDA  
*oespitiaaltamiranda@correo.unicordoba.edu.co*

LUZ KARINA MEJÍA GERMÁN  
*lmejiagerman@correo.unicordoba.edu.co*

**THESIS SUBMITTED IN FULLFILLMENT OF THE REQUIREMENTS OF THE  
DEGREE ON ENGLISH TEACHING PROGRAM**

Advisor

PhD. JOSÉ DAVID HERAZO RIVERA

UNIVERSITY OF CORDOBA

FACULTY OF EDUCATION

ENGLISH TEACHING PROGRAM

MONTERÍA-CÓDOBA

2020

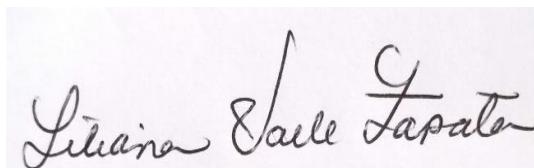
**Acceptation page**

---



---

**Advisor**



---

**Judge**



---

**Judge**

# CONTENT

## Page

Acknowledgments.....	I
Abstract .....	II
Resumen.....	III
1.Introduction.....	1
2. Theoretical Framework.....	3
2.1 Conceptual framework.....	3
2.1.1 Reading comprehension.....	3
2.1.1.1 Online reading.....	5
2.1.1.2 News reports.....	6
2.1.2 Blended Learning.....	7
2.1.3 Directed Activities Related to Texts (DARTs).....	9
2.1.4 News in Level.....	10
2.2 Literature review.....	11
3. Methodology.....	15
3.1 Type of study.....	15
3.2 Context and participants.....	16

3.3. Data collection techniques.....	17
3.4 Data analysis.....	19
3.4.1 Needs analysis.....	20
4. Findings.....	22
4.1 Objectives of the unit.....	22
4.2 Performance indicators.....	25
4.3 Content.....	28
4.4 Language skill.....	30
4.5Methodology.....	33
4.5.1 Activities.....	36
4.6 Teaching materials.....	39
4.7 Assessment.....	41
5. Discussion.....	44
6. Conclusion.....	47
REFERENCES.....	49
Appendix 1.....	55
Appendix 2.....	56
Appendix 3.....	57

Appendix 4.....	59
Appendix 5.....	62
Appendix 6.....	65
Appendix 7.....	67

## **Acknowledgments**

I give my deepest gratitude to the ones I mention here, beginning with God who has always blessed me with great opportunities in my life. I am grateful to all my family, my parents and my three brothers who gave me support in this process. I am especially thankful to my mother who is my first and best teacher as she has been by my side in the ups and downs. I want to express gratitude to our advisor José Herazo for supporting us with great ideas and motivating us in just a few words. He along with teacher Paula García encouraged me to find the passion in research. To conclude, I would like to thank to the participants of this study as they also contributed in making this possible even in such a difficult situation.

*Omís Espitia Altamiranda*

Firstly, I would like to thank my parents for always supporting me in the most difficult moments and when I was stressed their advices helped me to overcome my insecurities. Furthermore, I would like to express my gratitude to my advisor Prof. Jose David Herazo for his guidance at the moment of writing the research proposal, motivation provided during all the process and immense knowledge shared with my partner and I. At last but not least, I am grateful to God for giving me health and wellbeing that is essential to complete this study.

*Luz Mejía Germán*

## **Abstract**

Reading comprehension is a receptive skill that encompasses other linguistic features such as vocabulary and grammar in which the reader understands texts by decoding and visualizing meaning. Despite the complete curriculum of the public school Liceo La Pradera regarding reading in English lessons, students of a tenth-grade course remain in traditional activities that privilege students' learning of grammatical knowledge, usually failing to arouse them to learn to read. Hence, students' competence in reading is limited to understanding isolated words and related grammar structures. Considering this fact, this study sought to determine the characteristics of designing a blended EFL reading unit with DARTs and News in level articles for a group of 37 tenth-graders. Data was collected through an interview, a reading diagnostic task, a questionnaire, observations, and official documents. Findings of this study described the final planning of a reading unit based on the needs analysis as well as its process of creation. This study suggests that the effect of the application of such unit might vary according to the context is implemented.

**Keywords:** *Reading comprehension, blended learning, DARTs, and News in level.*



## Resumen

La comprensión lectora es una habilidad receptiva que abarca otros componentes lingüísticos como vocabulario y gramática en el que el lector interpreta y visualiza el sentido del texto. El currículo de la institución educativa Liceo La Pradera describe en detalle el desarrollo de la lectura en las clases de inglés. Sin embargo, estudiantes de un curso de grado décimo se mantienen en actividades tradicionales que privilegian su conocimiento gramatical y no permiten la inducción de una efectiva comprensión lectora. En consecuencia, la competencia lectora de los estudiantes se limita a comprender vocabulario aislado y relacionar estructuras gramaticales. Por consiguiente, el objetivo de este estudio fue describir el diseño de las características de una unidad de aprendizaje combinado enfocada en lectura de la lengua extranjera. La unidad toma en cuenta Actividades directas hacia la lectura (DARTs) y artículos noticieros de la página web *News in Level* para el grupo de 37 estudiantes. La recolección de información se hizo a través de una entrevista, un diagnóstico de comprensión lectora, un cuestionario, observaciones y documentos oficiales. Los resultados suministrados por el análisis de las necesidades de los estudiantes determinaron cada aspecto de la unidad y su proceso de diseño. Así mismo, éste estudio sugiere que el efecto de la aplicación de dicha unidad puede variar de acuerdo al contexto en el que será implementado.

Conceptos claves: *Comprensión lectora, aprendizaje combinado, DARTs y News in Level.*

## 1. Introduction

Reading is a primary skill both in education and life (Küçükoğlu, 2013). Reading represents the basis of effective learning, focused on developing learners' autonomy to perform in activities and enforcing students' metacognitive skills, making them aware of their own learning process. The importance of reading in L2 learning has been set up over years and schools as well as official educational entities such as Ministry of Education (MEN, 2016) design curriculum taking into consideration that concept of reading. However, when carrying out a preliminary analysis in the public school Liceo La Pradera located in Monteria (Córdoba, Colombia), we discovered that students from a 10<sup>th</sup> course showed low performance at reading comprehension tasks, probably due to few opportunities to work on their reading skills during lessons. Most of the activities these students developed were focused on translation and grammar structures that did not require them to encourage their abilities at reading which might lead to low achievement in standardized tests such as ICFES. When doing a reading activity, students struggled to find out the meaning of a text which eventually they tried to solve using a translator on their phones. The school curriculum, on the other hand, described that students' abilities should go further than that.

Bearing this in mind, the current study aimed to determine the characteristics of a reading unit with Directed Activities related to texts (DARTs) and News in Level articles through a blended learning approach. This research sought to answer a related question:

- What are the characteristics of a blended EFL reading unit using DARTs and News in Level articles for a group of tenth-graders?

Reading tasks were thoroughly designed in view of conclusions given by the needs analysis. Moreover, texts were selected from the web page News in Level whose principal purpose is to enhance learners' English skills through news reports. The use of technology in the reading activities was modeled by the blended learning approach which makes use of online tools to complement a traditional class (Sharma & Barrett, 2007). This study selected DARTs as the methodology to apply the reading tasks by selecting activities of different kinds based on the goals and objectives established.

Findings of this study shed light on how teachers and students can take advantage of the use of technology for academic purposes, specifically in the reinforcement of language skills such as reading. Besides, this will contribute to clarify how new alternatives to teaching can modify learners' motivation and attitudes which play an important role in learning.

This proposal is divided into three chapters. The current chapter is the introduction in which we described briefly the background of the study, as well as the research problem, question, objectives, and expected outcomes. In the second chapter, it is outlined the theoretical framework that characterizes the main concepts and reviews the literature related to the subject of the study. Finally, the third chapter concerns the methodology, specifically the type of study, the context and participants, the data collection techniques and data analysis selected.

## **2. Theoretical framework**

The theoretical foundations that support this study are presented in this section, these foundations correspond to reading comprehension, blended learning, DARTs, and News in level.

### **2.1 Conceptual framework**

#### ***2.1.1 Reading comprehension***

Reading comprehension is defined as a receptive skill where the individual interacts and engages with a certain text in order to obtain meaning from linguistics properties that require mental representations of what is written (Alyousef, 2006). According to Gilakjani & Ahmadi (2011), the notion that reading is still a receptive process has changed to be defined as an active skill where the reader makes use of different cognitive abilities when understanding a text. These abilities are categorized into bottom-up and top-down perception processes. The first one states that analyzing and interpreting information of written words are conceived with enough input to visualize meaning, whereas the latter takes into account prior knowledge so that meaning can be contextualized on readers' minds. Then, what characterizes reading is how these processes can work separated or together to make comprehension possible.

More than a skill, reading is a process in which readers deal with levels of comprehension that demonstrate their ability to understand, interpret, and reflect over texts. Cabrera, Donoso & Marín (1994) contend that evaluating students' cognitive capability when reading can be determined in three levels: Literal, inferential, and critical. These levels are

established from an elemental capacity to read to one more complex, therefore, they define how competent a reader is to obtain meaning from texts. The literal level refers to the ability to assume just explicit information (characters, plot, context) and how this is structured. In the inferential level, besides being able to identify unambiguous information, readers are able to make inferences and predictions about certain points. Finally, the critical level embraces the aptitudes of the previous levels and the development of critical thinking. Critical readers are able to set viewpoints and attitudes related to the text content and the author's position.

One of the main objectives of reading is to develop awareness among learners whose challenges are presented in the way they perceive and learn how to read. Thus, it is common to find different strategies and approaches to teaching the skill, for instance, as Mendieta et al. (2015) suggest, one of the most effective ways to provide students with enough material to engage effectively with written input is by helping them to continuously reflect on the ways they assimilate what they are reading. Additionally, it is necessary to keep into consideration the characteristics of the specific target language while helping students become strategic readers who are able to manage their own reading process.

Like other language skills, reading involves sub-skills that are developed while or before reading and help learners to deal with challenging texts. One of these skills is making use of background or prior knowledge to contextualize, make inferences about the content, and identify unknown vocabulary (Hirsch, 2003). Aligned with this, the use of background knowledge benefits learners to get a general idea of texts by relating it with what they already know, facilitate the comprehension of multiple-meaning words and build meaning even when there are uncertain sentences.

The importance of reading in language learning is due not only to the way many linguistic components are covered, but also the effect it has on learners' content learning. As Harmer (2001) states in his principles of teaching reading, "students should be encouraged to respond to the content of a reading text, not just to the language" (p. 70). The content takes an important role as students' engagement depends majorly on this. Other factors that can play in students' motivation to read are the reading tasks and the way the texts are presented like paper-based or screen presentation texts (Porion et al. 2015).

**2.1.1.1 Online reading.** Reading on the web is considerably different from traditional reading. There are certain skills that a learner needs to put into practice in order to make proper use of reading webpages (Rátiva, Pedreros, and Núñez, 2012). These skills can be divided into two groups, the ones that are related to the technical use of websites and the ones associated with online safety. Technical use of web pages is simple actions such as navigating and recognizing the function of buttons, links, and visual material like pictures and videos. Concerning online safety, it is rather a set of key points for people to take into account and be sensible at the moment of using personal information on the internet. Learners should be reasonable with the share of phone numbers, addresses, pictures, and passwords. It is unlikely to find these types of information requirements on a reading page, nevertheless, it is necessary to bear the tips in mind. Therefore, it would be necessary to make students get familiarized not only with the content but also the medium that facilitates such content. Before having students engaging with websites, it is the teachers' duty to ensure that the material being used and the language being taught are appropriate and accessible to all students.

Online reading is not necessarily a better alternative to paper-based texts in all cases. According to Margolin et al. (2013), there are no significant negative or positive effects on students' reading comprehension in line with the format the texts are presented. However, it is precise that more virtual factors can affect reading such as the presentation of pictures, videos, animation, and advertising on the website that can distract the reader. Besides that, the type of text that students are going to work on virtually should be carefully chosen since there might be specific genres that might serve rather on paper than online. A type of text that might be suitable for reading online is newspaper articles as they are easily accessible and volatile.

**2.1.1.2 News reports.** Unlike other particular types of genres, the report is a “factual writing” whose descriptions offer information according to the nature of the events or phenomena that are investigated (Boccia, 2019). As a document type of academic writing, the genre of reports is normally found in the educational context, and thanks to its verisimilitude, it applies to any field including language learning. The objective of reports is to recount “the way the world is, or more accurately, how information about our world is organized in various disciplines” (Christie et al., 1990, p.2). Besides, reports vary not only by these disciplines in which they unfold but the public the report is intended to.

A more specific type of report that characterizes facts of the real world in an attempt to be objective and reliable is the news report. This type of text appears as a defined rhetorical and ideological discourse that has the ability to impact on the audience's inferences and attitudes on daily living events (White, 2006). Thus, the evaluative component constitutes a

key factor in the style of the report as it constructs positive or negative viewpoints among readers by means of its own position, —if there is any— implied in the text.

Characteristics proper of news reports can be their undirected speech, formal language, little subjectivity, and short length compare to other types of reports. In addition, news reports aim to reach a large number of readers commonly by ordering the information based on their grade of importance. A regular format news reports present is denominated “inverted pyramid” which displays the description from the more valuable to the less relevant data, rather than displaying events chronologically (Thomson et al., 2008).

Little is known about the use of news reports in second language learning since most studies have focused on the discourse analysis of the genre rather than its utility in the EFL context. News reports might be useful in the development of reading skills. It has been determined the great influence news reports give on the audience’s beliefs therefore it can state these texts are pertinent to build critical thinking among learners. Moreover, news reports are constructed from real daily situations, hence promoting prior knowledge in the analysis of texts once news becomes common knowledge when they are widespread.

### ***2.1.2 Blended learning***

Blended learning was built from the constructivism theory implying how students can construct their knowledge through the most appropriate ways to facilitate their learning, creating meaning based on personal experiences, that is, how learners can use daily events to produce learning outcomes (Duffy & Jonassen, 1992). Blended learning arises from two learning modalities: The traditional one with face-to-face classes and the recent one with online experiences (Graham, 2014; Poon, 2012; Wong, Tagnall, & Burgess, 2014; Sobhy, & Megeid, 2014; Bliuc, et al. 2012). In this line of thought, blended learning is the mix between



conventional learning settings and web learning, where students have normal meetings with their teachers while using virtual materials.

Blended learning differs from e-learning because the latter does not imply student-teacher interaction in a normal setting since it is a distance learning modality. Besides, “a fully distant learning environment affects collaborative accounting learning, as students do not participate as much as in a face-to-face environment” (Sobhy, & Megeid, 2014, p. 43). In this sense, blended learning seems to be a solution among the common issues presented in e-learning and face-to-face courses, for example, reaching a large number of students’ needs at the same time or building a reliable student-teacher relation.

Garrison and Kanuka (2004) investigated the importance of blended learning when implementing it to the EFL class as a potential change that offers to the institutions the chance to comprise technology, embolden an inquiring community, active support, and significant learning. Blended learning seeks to uphold schools at adapting online components since it supports teachers when redesigning courses into technological ones.

Additionally, Pardo (2013, p 53), defines blended learning as a process with six main stages to implement it in the course successfully:



Figure 1. *Blended learning cycle.*

The purpose of this cycle is to show the process that is going to take place during the course. The first stage is to analyze the context, noticing what the circumstances in which students are learning for getting a better understanding of the target group are. As the context is set up, then it is designed the course by specifying which aspects are going to be traditional and which ones online. After that, it is time to put into reality what has been designed. In the follow-up stage, teachers check what is happening during the lessons, observing and monitoring for the evaluation of further results. The evaluation takes into account both students' performance and technological materials' utility, here teachers answer the question: Is the material suitable for learning? Finally, the revision stage, where conclusions are given based on previous stages, leading to a new analysis of better tools to improve learning.

### ***2.1.3 Directed Activities Related to Texts (DARTs)***

Directed activities related to text are a set of strategies that focus on the analysis of texts and how these can lead to different types of activities to foster learning (Lunzer & Gardner, 1984). These activities intend to improve specifically learners' reading comprehension by taking into account different learning styles and giving learners the chance to be active in the process of reading. Learners that are more visual can be benefited with DARTs since students can convert the structure of a text into mind maps, charts or graphic organizers.

DARTs can be developed individually, in groups or taking the whole class participation. These strategies are categorized into reconstruction or analysis activities based on the purpose of such activities (Hameed, 2017). Reconstruction activities deal with texts

whose message or meaning does not change when their structure is altered. Here, it is found activities such as text or table completion, ordering, and filling missing words with prediction. On the other hand, analysis activities involve labeling, highlighting or underlining unmodified texts. These activities go beyond the structure of the text and require students to make emphasis on the meaning of each line. There are many other activities which teachers can take into consideration in their lessons. However, it is important to choose the best option that suits students' needs (Syaveny, 2017).

As any other pedagogical strategy, DARTs are applied in the classroom following a procedure. According to Syaveny (2017), the method begins with a warming up in which it can be developed a pre-reading activity or brainstorm for students to review or predict the lesson topic. Then, the teacher applies the activity or activities selected from both reconstruction or analysis categories. Finally, the activity is evaluated. This procedure could be more appropriate for a class in which students have a medium or high reading level, where they are more competent to work by themselves. In contexts like the one presented in this paper, the procedure would start by activating students' prior knowledge of the topic of interest, then modeling the DARTs activity as students with low reading level should be instructed on how to perform thoroughly. After students are taught, they can now work individually or in groups so that in the end a post-reading activity is done to assess their performance.

#### ***2.1.4 News in levels***

With the new advances in technology, the digital era has provided innovative resources that are taking the role of more teachers' materials to be adapted in the EFL classroom. The use of these materials varies according to the context of learning, whereas

mobile services can work in a normal classroom, computer network features such as web pages and digital platforms normally take place in technology labs. In the case of computer network features, “These platforms can be used to teach a completely online course or as a supporting feature for face-to-face courses (...), their main goal is to ease, motivate and provide learning experiences that go beyond the classroom” (Herrera, 2017, p.481). Furthermore, those platforms function to support both teachers’ and students’ abilities in technology.

This study takes into account an online tool called News in level to develop the reading competence of contextualizing with prior knowledge. *News in level* is a website concerning the enforcement of language skills with emphasis on reading in which students can access current news articles categorized into the levels established by the Common European Framework. In this website, learners can situate themselves in different levels of difficulty depending on how many words they know or they can acquire from the texts.

There are three levels. The texts in Level 1 present basic vocabulary and grammatical structures, those have a lack of conjunctions and connectors. Meanwhile, the texts in Level 2 show conjunctions, connectors and an intermediate level of grammatical structures and vocabulary. On the other hand, in Level 3 texts display advanced grammar forms together with a specific vocabulary related to the topic of the news, connectors, and conjunctions. As the level of our participants is basic, we are going to focus on the texts of Level 2.

## **2.2 Literature review**

Many studies have been conducted regarding the effectiveness of blended learning to enhance students’ reading comprehension. Blended learning works taking both advantages

of traditional classroom settings and online learning in which reading can take place using e-books or hypertexts. Experimental research about the impact of a blended learning environment in the EFL learners' reading comprehension was carried out by Behjat, Yamini and Bagheri (2012) to determine whether there was a real improvement of reading comprehension taking the advantages of technology in the target group or not. The results suggested that the implementation of technology in the traditional classroom support learners at performing reading tasks since it facilitates the search of information about a topic of interest. Thus, learners' independency for completing reading activities was boosted leading to teachers' satisfaction.

Likewise, Kheirzadeh and Birgani (2018) aimed to improve college students' reading comprehension using virtual tools such as web pages and educative platforms. In this study, the participants were two groups, one controlled and the other one experimental, each of them with thirty students. Whereas the controlled group was taught using conventional methods, the experimental group received texts plus a website to work at home. Findings showed that blended learning enabled students' competence to innovate their ways of learning through the teachers' use of online materials.

Rátiva, Pedreros, and Núñez (2012) carried out a national study about the use of Moodle to foster teaching and learning reading skills. The results of this study revealed that the majority of 10<sup>th</sup> graders were eager to develop activities in the class where the topics were related to their interests and problems. In this sense, students' interests were reflected in their awareness of how the technology they use for leisure could be linked with learning. However, a minor group of students claimed that printed texts were better for time management, checking of ideas, and getting new vocabulary since they were focused only

on reading. The study also proposed to take into account collaborative aspects and “real context” to build students’ engagement.

In contrast, Arismendi, Colorado, and Grajales (2011) noted on their results that there was not any significant change in both modalities face-to-face and online courses reading comprehension. It was a matter of learners’ attitudes towards language learning that affected their performance in reading activities. Most of them reported a lack of interest because of the sense of obligation they perceived. The authors concluded that the use of technology begins when motivation is first.

An exploratory study conducted by Wu, Yen, and Marek (2011) found out the relevance of online interaction for motivating students in their learning environment. The study described how activities based on lecture-memorization led to low motivation and confidence in the Taiwanese students. The study set a series of online sessions with native speakers for students to have the opportunity to be exposed to authentic language. Data from surveys showed that most of the learners felt more confident and comfortable with this language interaction, leading to successfully “cross-cultural” communication.

To summarize, the previous studies pointed out to improve student’s performance during lesson in both presential and virtual modalities; as it is evidenced researchers implemented various methods and some of them worked and others failed but, that is the intention of the research to permit us know if the changes that researchers intend to apply are suitable to be implemented.

Another area of our review is the use of DARTs in language lessons. [write a sentence describing the overall point of your review]. For example, Pamelasari and Khusniati (2013) carried out an experimental study in an Indonesian university to enhance students' reading

comprehension skills for completing a science course that was a requirement to get graduated. Researchers implemented Directed Activities Related to Tasks (DARTs) and direct instruction (DI) in order to make a comparison between the two methods; data were collected through reading comprehension tests and a questionnaire. Results of this research showed that DARTs was more effective in improving learners' reading comprehension skill due to DARTs provided students with different and interesting activities.

The previous studies pointed out how the effective use of technology can impact students' reading skills, interaction, and engagement. From this, it can be inferred that most of the studies presented implied a learner-centered approach since they focused on students' appreciation of virtual resources to improve their learning. However, there are few studies concerning the effectiveness of DARTs for reading purposes in the second language classroom, thus this study will contribute to new practices in language teaching.

### **3. Methodology**

This chapter depicts the type of research approach selected to carry out the study, the context in which took place, the data collection techniques, and the way the information was analyzed.

#### **3.1 Type of study**

This study pursued a qualitative approach whose concerns are focused on aspects proper of human beings such as perceptions, attitudes, behavioral and understanding changes. Qualitative methods are selected based on the nature of the research context or the research questions, that is, research studies require methods that are linked to the directions the studies are following (Drew, Hardman, & Hosp; 2008). As this study dealt with opinions and learning needs, the qualitative approach was appropriate since it allowed us to identify and interpret qualitative data in order to make the curriculum design based on the analysis of such data.

The qualitative study followed a needs analysis design whose purpose regards the analysis of data that leads to course design. Hutchinson and Waters (1987) states that although the process of needs analysis is more attributed to design English for Specific Purposes (ESP) courses, it can also aim to meet learners' needs of General English (GE) courses for decisions in any component of curricular design such as content, methodology, and assessment. Accordingly, this study proceeded to meet learners' needs to identify the context as well as the target situation so that we could determine and design the components of a reading unit with DARTs and News in Level. Thus, this study aimed to describe the



characteristics of designing an EFL blended course for 10th-grade students in a public institution.

As this study implicated designing the reading unit within the blended learning approach, a set of stages were followed. We took into account Pardo's (2013) blended learning cycle partially as the application of the course was not suggested due to unforeseen events related to Covid-19. The first stage focused on developing needs and documental analysis to create the participants' profile so that the syllabus could be aligned. The second stage encompassed the design and 'blend' of Goals, objectives, methodology, material and assessment so that discussion and final conclusions were made.

### **3.2 Context and participants**

The study was developed at a public school located in the western part of Monteria, Córdoba (Colombia), in a 10th-grade classroom. This institution manages several educational levels (preschool, primary and secondary levels) and courses on Saturdays. The school teaches students six hours of English every week. Likewise, the program Monteria Bilingüe operates in this school by designing events for promoting English such as the English week in which students share experiences with native speakers and all kinds of bilingual activities during a whole week.

Concerning the socio-economical context of the institution, most of the learners who attend classes were from a low and medium SES. Nevertheless, the school provides facilities that bring quality to their learning process; for instance, a technology lab, a library, and outdoor zones. The school counts with seven English teachers, six for secondary level, and one for primary level. The average number of students per classroom is thirty to forty. Likewise, the particular course we worked with had thirty-eight students with ages that go

from fourteen to sixteen years old. The students' English proficiency varied between A- and A2 as results from standardized tests indicated. Therefore, these students were able to understand simple vocabulary and isolated sentences using translation.

### 3.3 Data collection procedures

Sagor (2000) explains how research suggests using more than one source of data to obtain validity and reliability. In this sense, we selected various data collection procedures to gather the needed data to answer the research question: Interview, survey, observations, reading diagnostic task and documentary analysis. Table 1 describes the purpose of each procedure.

	Interview	Questionnaire	Observation	Reading diagnostic task	Document analysis
Official discourse	X				X
Learners' needs		X		X	X
Learners' lacks	X		X	X	
Learners' wants		X			

Table 1. *Data collected through different instruments.*

Considering the aim of this study, we first applied a semi-structured interview to the English teacher of the 10th-grade course. Semi-structured interviews differ from other type of interview since the researcher, in spite of having the questions and their order to be asked beforehand, proposes more questions based on the flow of answers, creating a conversational environment (Harrel & Bradley, 2009). The interview was carried out in a distance modality through the use of WhatsApp audios in a private group with the teacher. The conclusions from this method helped us in the process of creating learners' profiles and identify the characteristics of the teacher's method.

Furthermore, we made use of a questionnaire that consists of a "list of questions either open-ended or close-ended for which the respondents give answers" (Kabir, 2016, p.204). Questionnaires are specifically a survey method that, unlike interviews, do not allow to create unanticipated questions based on the answers given by the participants. However, questionnaires are advantageous when the aim is to reach a large number of people where the face-to-face encounter is not possible as is the case of this study. The use of questionnaires is commonly used in syllabus design since it is one of the most frequent methods in the process of needs analysis. We created the questionnaire using google forms and sent it to the students' email. The questionnaire consisted of ten questions, each one referring to data needed to obtain findings in regard to the research question. From the thirty-seven students of the group, only eleven could answer the questions which indicate most of them struggle in connectivity at home.

According to Kawulich (2005), observations allow the researcher to explore social aspects that are not normally seen to the eye of the public. Observations enable teachers as well to find out students' behaviors and responses to the activities presented in the classroom

by looking for attitudes that only happen naturally. This procedure helped us to describe observable behaviors regarding students' lack during the class as well as pedagogical aspects of the class such as methodology, materials, and assessment. We carried out three observations, two in which we observed the teacher and students in a daily English class and the last one where we applied the reading task.

To meet learners' needs and lacks concerning reading comprehension, it was needed an elicitation technique that focuses on linguistic outcomes such as tasks. Tasks are suitable to obtain data regarding performance with language skills since "they help to obtain samples of learner language for linguistic analysis" (Nunan, 1992, p. 137). Despite tasks are normally used to keep track of students' language performance during several meetings, this study intended to apply only a diagnostic task in a session with 37 students. The diagnosis comprised a test with three questions and a short news article from News in Level.

In addition, document analysis was necessary to recognize the pedagogical schemes that describe features of the English lessons as well as students' role and what they are expected to know, do and be in class. The revision of official documents can assist researchers in verifying that data from observations and interviews coincide with what the schemes determine (Yanow, 2007, p. 411). Accordingly, this study examined the school syllabus and the suggested curriculum to find relevant information that could aid at making comparisons with data from other resources and discover learners' needs from the perspective of an official entity.

### **3.4. Data analysis**

Decrop (1999) states Triangulation as a method that considers the same research question or phenomenon from various sources of data. Since the information comes from

more than one angle, it can be employed to support, create, or clear up the research problem. We applied more than one data collection procedure since it was helpful for organizing and comparing the information gathered. Furthermore, Triangulation helped us to have a better understanding of the data and to enhance the credibility of the analysis and the results.

On the other hand, data from the reading diagnostic task was analyzed through descriptive statistics. This method, commonly done in excel templates, facilitates the process of describing and summarizing features of quantitative data that can be either from a large or small quantity. Since the reading task was graded, the use of statistics provided valuable information to develop conclusions from aspects such as maximum and minimum scores, average and standard deviation. In this sense, the analysis allowed us to compare information in order to verify the state of students' performance in reading comprehension.

### **3.4.1 Needs Analysis**

According to Hutchinson and Waters (1987) learners' needs is a broader term that encompasses three aspects: Necessities, wants, and lacks. In order to identify these three components in the needs analysis, we implemented a diagnostic task for learners' lacks and a questionnaire for learner's necessities and wants.

The reading diagnostic task applied in the 10th-grade group consisted of three points (see appendix 1). One question of ordering events, one of multiple-choice and one open question. Each question focused on a different reading level. Thus, the first point evaluated the literal level, the second one, the inferential level and the last one, the critical level. The highest score to get in the task was 5 whereas the lowest was 0. Therefore, each point was assigned a specific value. We decided that the two first questions had a value of 1,5 and the last one, which to our perception is more complex and significant, a value of 2. In order

to grade the critical component, we designed a rubric with five descriptions and their respective score (see appendix 2). We validated the rubric working together, checking the first five papers, comparing the results and adding corrections to the assessment instrument. The process of validation finished when the two of us gave the same score to the tasks based on the criteria.

In addition, as we applied the questionnaire through google forms, the analysis of the data was quantitative since google provided us the results for each question in a graphic. Using statistical description, we set the conclusions regarding each aspect that the questions intended to answer in the design of the unit. The questionnaire included ten questions in which we could find relevant data at least in 80% of them.

## 4. Findings

This chapter describes in detail seven characteristics of a blended learning unit based on Directed Activities Related to Texts (DARTs) and News in Level. The chapter is divided into seven main sections: Objectives of the unit, performance indicators, content, language skills, methodology, teaching materials, and assessment.

### 4.1 Objectives of the Unit

Objectives are desired results or expectations that define what learners should achieve in the class. Analysis of the suggested curriculum, teacher's interview, ICFES' educational orientation guide, and the course syllabus revealed that students should be directed to reach three specific reading objectives in 10th grade. Each objective is directly linked to the development of a reading comprehension level, either literal, inferential or critical (Table 2).

Literal level	Inferential level	Critical level
Identify keywords and structure of informative texts that allow them to determine general ideas.	Create inferences of informative texts based on their prior knowledge of the topic.	Take a critical position in view of the author's opinion about a certain topic.

Table 2. *Reading objectives*

We analyzed a set of aims from the suggested curriculum and school syllabus and categorized them into three types of objectives, the ones related to literal, inferential or critical comprehension levels so that each reading objective from our unit comprises a group

of aims from the same category. The analysis suggested that from the twelve objectives included in both curriculum and syllabus, 58,3% prioritize students' literal comprehension over other levels. For example, the suggested curriculum includes "Identify general and specific information in narrative and descriptive texts and recognize general and specific information in argumentative texts" (MEN, 2016, p. 74-78). In addition, the English teacher affirmed in the interview: "The purpose of the class is to make students master English in basic communicative situations" (our translation). Thus, her English reading lessons frequently seek to develop students' most basic competencies through the recognition of general ideas in different texts. Aligned with these objectives, the school 10th-grade syllabus describes its aims similarly:

Identify keywords that allow them to get the general meaning of the text; analyze different types of texts to get main and secondary ideas, distinguish among general and specific information in argumentative texts about known topics, and analyze expository texts to identify their structure and components.

It is clear from the above set of goals that they refer to a comprehension of the literal level which students should achieve in texts of different kinds. Along the same lines, ICFES also makes the literal comprehension a priority over other levels. Analysis of the test guidance indicates that ICFES determines seven sections in the format of the English test. From the seven sections, parts five and six correspond to test learner's reading comprehension at a literal and inferential level. ICFES distributes the questions in seven parts and gives a percentage in each of them (Table 3).



Parte	Porcentaje de preguntas
5	16 %
6	11 %

Table 3. *Reading in ICFES test* (ICFES, 2019, p.56)

Table 3 indicates the value of the reading parts in the English test. Part five refers to reading in literal comprehension and corresponds to the 16% of the total score in the test, in contrast, part six refers to an inferential level of reading and provides 11% of the total score. It is clear that as there are a greater number of questions in part five, it influences in a higher grade the English score in the test.

We designed the second and third objectives on inferential and critical reading, to balance the focus of the reading unit, precisely because both curricular documents and ICFES exam seem to privilege literal reading. The second objective characterizes the use of prior knowledge as the school curriculum refers to texts with the content of learners' knowledge and the ICFES test includes a group of questions of inferential character in section six.

We created the third objective which refers to the critical level, in such a way that it encompasses both goals found in the suggested curriculum and the school syllabus. The suggested curriculum depicts the critical purpose as “identify author’s point of view in argumentative written and oral texts” (MEN, 2016, P. 78), whereas the school syllabus includes “assume a critical position against the author’s point of view”. Moreover, the documents highlighted that the texts students are intended to understand should vary in content and structure. For this reason, we take into account the use of informative texts as

they varied hugely concerning content. However, we explain this decision in detail in sections of content and teaching materials.

To sum up, the documentary analysis and the teacher's testimony provided us reasons to determine that reading unit should seek to promote literal, inferential and critical reading, enhancing students' reading comprehension as required by contextual needs.

#### 4.2 Performance indicators

Performance indicators are descriptions that evaluate learners' performance in class and determine if they achieved the lesson objectives. From the analysis of the reading diagnostic task, the suggested curriculum, and the questionnaire, we concluded that the performance indicators of this unit define a basic level of comprehension in each stage since students showed a low level and they seemed not satisfied with it. The performance indicators we designed are also related to the three levels of comprehension and the three different indicators presented by the suggested curriculum: Knowing, doing, and being (Table 4).

Level/Performance indicator	Knowing	Doing	Being
<b>Literal</b>	Identifies main words and phrases and their meaning in informative texts.	Summarizes key points of informative texts in graphic organizers.	Values informative texts as a source to learn about other disciplines.

<b>Inferential</b>	Identify basic ideas that can lead to future events in the text.	Makes basic predictions of informative texts in a written or oral way.	Reflects about his or her own actions that can lead to negative situations.
<b>Critical</b>	Identifies elements of informative texts that might show the author's opinion.	Presents a critical position in a written or oral way.	Respects others' points of view.

 Table 4. *Reading Performance indicators.*

The reading performance indicators describe the most basic level of performance in each level of comprehension since the suggested curriculum evidences a pattern in which most of its indicators in every tenth-grade module are descriptions of vocabulary, grammar, and literal reading comprehension. At least, 60% of the performance indicators found in the knowing section of the suggested curriculum are related to lexical and grammar aspects. Additionally, we took into account students' performance in a reading diagnostic task where many students showed low level of comprehension in the literal level (Table 5).

<b>Students who passed</b>	<b>%</b>	<b>Students who failed</b>	<b>%</b>
----------------------------	----------	----------------------------	----------

11		29,7%	26	70,2%
<b>Mean score:</b>		3,62	<b>Mean score:</b>	2,21
			<b>Overall mean score:</b>	2,63

 Table 5. *General results in diagnostic task.*

As table 5 indicates, from the 37 students who took the reading diagnostic task, only 29,7% passed compared to 70,2% who failed. The mean score in the group of students who passed was 3,62 and from the 26 students who failed the reading task, the mean score was 2,21. The overall mean score of the group was 2,63 from 5 possible points. Considering these facts, the students' performance during the reading task was low. However, students scored of these results were aspects we took into consideration in further decisions differently in each level of comprehension. In addition to the results of the diagnostic task, analysis of a questionnaire we applied to the students, explored among their necessities and interests, how they define their performance in reading (Figure 2).

8. Tu capacidad de leer en inglés es:

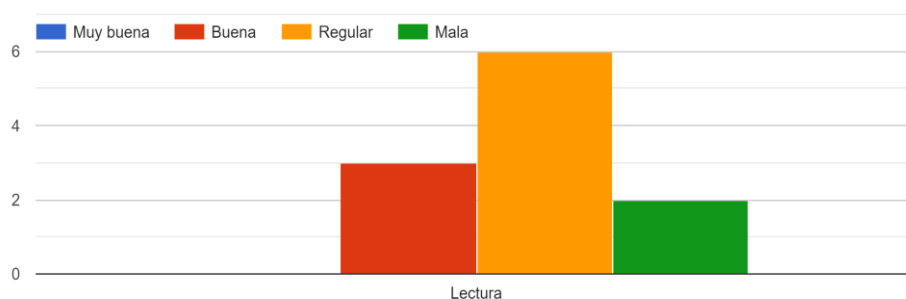


Figure 2. *Students' reading competence based on their criteria*

According to the students' responses in the questionnaire, 54% of students affirmed that their performance in reading is regular, 27% considered is good and 18% affirmed is bad. It is necessary to keep in mind that only eleven students from the thirty-seven could respond to the questionnaire as the rest did not have access to the web during preventive isolation due to Covid-19. Bearing all these results in mind, the performance indicators were designed based on what students can really do. In conclusion, the performance indicators of the reading unit are aligned with achievable expectations of students' performance during the lessons as they show low level in reading.

### 4.3 Content

Content is understood as the themes that are the focus of the teaching process. We analyzed the Syllabus of the school, the Suggested Curriculum, and a questionnaire to reach conclusions about the content for the reading unit so, we chose the following four topics: Fashion, sports, school problems and, health. All those are related to the official documents since those propose lexical and grammatical content; the lexical topics are fashion, sports, school problems, and health. On the other hand, the grammatical topics are present and past

simple. Additionally, the vocabulary component is included in the news articles. The selection of the topics corresponds to related content in the curricula (Table 6) and students' preferences (Figure 3).

English school curriculum	Suggested curriculum
<ul style="list-style-type: none"> <li>• Fashion</li> <li>• Sports and other activities</li> <li>• School problems</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Vestuario, accesorios y moda</li> <li>• Deportes extremos</li> <li>• Problemas escolares y su manejo</li> <li>• Salud en general</li> </ul>

Table 6. *Related content in official documents*

In the previous table, it is evidenced the thematic included in the design of the unit. As it is presented, the data from both sources Syllabus of the school and Suggested Curriculum is similar for that reason, activities to be implemented are based on topics mentioned in Table 6. Additionally, the grammar components are embodied in both officials documents; those structures were selected because their essence is the composition of the news we are going to use. On the other hand, it was taken into consideration the opinion of the students as it is presented in the following figure.

9. ¿Sobre cuál de los siguientes temas te gustaría leer en inglés? (Puedes escoger más de una opción)

11 respuestas

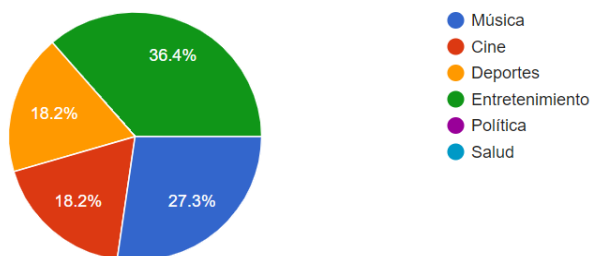


Figure 3. *Students' choices in content*

The current question aimed to request information about students' preferences at Reading. We established it in order to let us consider some topics to be implemented in the unit. The graphic reveals that 36.4% students prefer reading about Entertainment so, we searched a similar topic in the official documents and the most related one was Fashion. The next chosen topic is Sports, since it represented 18.2% in learners' choices and it corresponds to a topic in the sources previously mentioned. Finally, School problems and Health are set in both curricula. Thus, the three instruments determine the order in which the content is going to be developed. On the other hand, students should fulfill some competences set in the official curriculum in order to continue with the rest of the content in it but, this is presented in the next section.

#### 4.4 Language skill

Skill is the capacity a person has to develop a specific activity. From the information provided by the reading diagnostic task, and the questionnaire, the study revealed that students should reinforce their skill in reading. As we have commented before, the reading unit focuses on increasing learner's understanding of the texts through the three levels of comprehension, namely literal, inferential, and critical. The focus of the unit aims to provide

students with strategies that permit them to go beyond recognizing parts of the texts such as main ideas and supporting details. Thus, learners can give meaning to the text and construct their own conclusions or points of view.

Comparing data from the different sources, we found out that the frequency students are exposed to reading and the teacher's description of her reading activities contrast what we observed in students' performance during the diagnostic task. According to the results in the questionnaire, students read frequently in English in class (Figure 4).



Figure 4. *Students' reading frequency in class*

Students' responses in the question above indicate that they usually worked on L2 reading activities. From the total number of answers, two students affirmed that they always read in English in class, five confirmed it was with a lot of frequency, three answered that it was sometimes and one affirmed they never read in English. Although students develop their reading in English classes frequently, evidence from their results in the diagnostic task shows a different response (Figure 5).



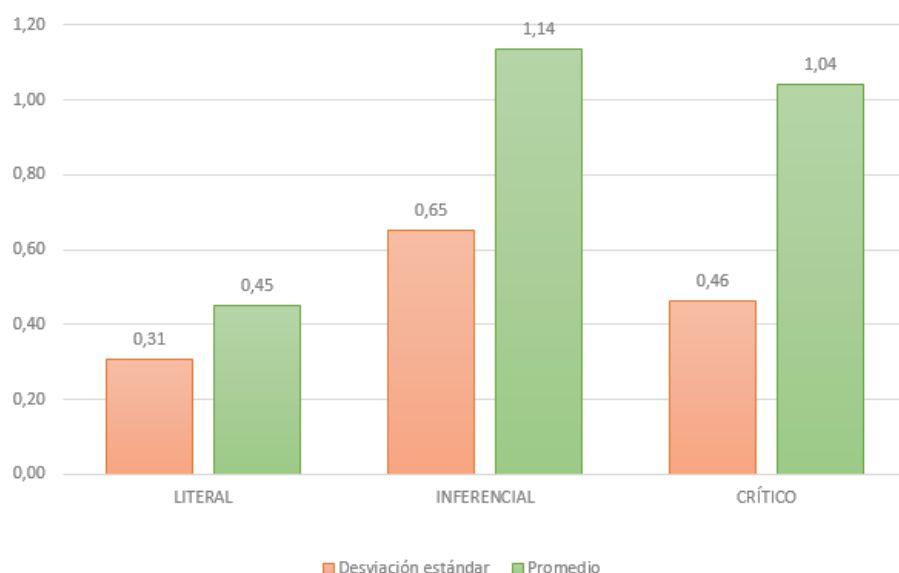


Figure 5. *Students' performance in each reading level.*

As the graphic indicates, we took into account the mean and the standard deviation in each level of comprehension. As we commented before, each question of the task tested specifically a reading level (see appendix 1). The mean in the literal level was 0,45 and its standard deviation was 0,31 while the maximum score a student obtained in this question was 1.5. This suggests the majority of students got low scores in this section as these scores were not dispersed from each other. The mean in the inferential level was 1,14 and the standard deviation was 0,65 and the majority of the learners got 1.5 as the maximum score what confirmed students' performance at this level was the highest. However, there are students who got scores far from the media. Similarly, in the critical section, the mean was 1,04 and the standard deviation 0,46 nonetheless, the maximum score learners obtained was 2 which suggests students had a generally good performance but there were students with very low scores.

Besides the results of the diagnostic task, we wanted to find out students' preference in language skills (Figure 6). The current question intended to collect information about what ability learners prefer to work on during lessons. We added it because it is essential to know if students have an interest in learning how to read.



Figure 6. *Students' preferences in language skills*

The fact of the matter is that students require to improve their reading skills since their results in the standardized tests do not reach the expectations. The diagram shows that 72.7% of the learners want to develop their speaking skill. Besides that, 16.2% of them prefer to work on their listening skill. Finally, the 9.1% of the students want to learn how to enhance their reading skill so, we understood this as an opportunity to work on this skill.

In summary, taking into consideration the evidence, this study emphasizes students' reading comprehension not only because of learners' low level but also because we are going to focus on students awareness about the importance of reading in standardized tests such as ICFES that do not evaluate listening and speaking but reading, grammar and vocabulary.

#### 4.5 Methodology

Methodology defines the system of methods in which a whole course is carried out. Data from the interview, questionnaire, and suggested curriculum revealed that a blended reading unit using DARTs can be appropriate for students' learning needs. The use of blended learning in the reading unit determines the application of the technology in the class whereas DARTs are the reading activities we intend to implement. The design of this unit serves to update the way the class has been taught in 10th grade since we found a few contradictions in the teacher's methodology in accordance with what the suggested curriculum proposes. The teacher's methodology does not suit what the suggested curriculum calls as meaningful lessons. The comment below is the way the teacher describes her methodology:

“Los estudiantes de mi clase se mantienen activos a través de ejercicios con un material auténtico donde ellos están incentivados y atraídos por la temática contextualizada a su edad, luego ellos trabajan en forma individual y grupal dependiendo de la actividad programada. Después oriento el trabajo de los estudiantes para que construyan el saber, luego ellos apoyándose mutuamente para estrenar estas guías, terminan esa parte, después explico expositivamente el tema de la clase permitiendo que los estudiantes interactúen entre ellos y conmigo, a veces los dejo solos para que trabajen con más libertad o me quedo en el salón observando con atención el desempeño de cada grupo e intervengo si veo la necesidad, por último escojo un estudiante para que realice algunos ejercicios en el tablero y la nota es para el grupo”.

The teacher commented that the class started with a warm-up in which students were motivated to work as she used authentic material and related the lesson topic to students'

context. Here, she confirmed the importance of awakening students' interest in the class before giving a direct explanation of the topic. The teacher said she formed groups according to the activity and she gave instructions. Then, students worked in a guide and she explained the topic as the students finished interacting with each other. The use of handouts in the core activities might reduce the meaningful purpose of using authentic material at the beginning of the lesson. At the end of the class, she stated students are evaluated through participation.

On the contrary, the suggested curriculum determines task-based learning, project-based learning, and problem-based learning as adequate methodologies to carry out English lessons. These methodologies are characterized by focusing on meaning, teamwork, class discussion, and meaningful learning outcomes. While there might be some aspects the teacher takes into account from these methodologies, students are still asked to write sentences on the board. We confirmed through our observations that this last activity refers to grammar exercises in which the teacher calls a student to write a sentence she previously mentioned in Spanish. The teacher's methodology might be suitable to foster other language skills; therefore, the unit methodology we propose emphasizes meaningful reading where students can discuss, work in groups, and show real outcomes.

As reading is the focus of this unit, we selected DARTs since they are primarily reading and writing activities. In the case of blended learning, we took into account students' preferences in the way they learn reading. Results from the questionnaire concluded that the majority of students accepted the use of technology in L2 reading (Figure 7).



Figure 7. *Students' choices in reading methods.*

Students could select between developing reading in a traditional way using books and copies, a virtual modality using webpages and digital platforms or working in both ways. The results show that six from the eleven students who took the questionnaire, preferred working on reading in both virtual and face-to-face modalities. Three students chose to develop reading with books and copies while two preferred working through web pages or digital platforms. We concluded that blended learning seems appropriate for balancing the activities in traditional and web-based learning.

#### **4.5.1 Activities**

Activities are the set of actions students need to do in class to convert the input they receive into output. From the analysis of the teacher's interview, the questionnaire, and observations we carried out in the tenth-grade class, the study concluded that the use of DARTs may raise students' abilities in reading. The reading unit contemplates four lessons and each one with two different activities from DARTs (Table 7).

	<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>	<b>LESSON 4</b>
	<b>(Literal)</b>	<b>(Inferential)</b>	<b>(Critical)</b>	<b>(Mixed levels)</b>
<i>DARTs</i>	Rank ordering	Prediction	Open-ended questions	KWL grid
	Graphic organizer	Graphic modelling	Transformation	Transformation

Table 7. *Reading activities in each lesson.*

The table above shows how we divided each reading level into a lesson so that in one lesson students emphasize the practice of a specific level. In lesson one, the literal level of reading is the focus, therefore, we chose activities such as rank ordering and graphic organizer since they allow learners to break the structure of texts into mind-maps and pyramids to determine main and supporting ideas (see appendix 4). In the lesson two, students work on inferences through prediction and graphic modeling. These two activities allow students to think logically instead of guessing so that they can make informed conclusions about the events in the text (see appendix 5). Lesson three includes the critical level in which the two activities chosen are open-ended questions and transformation activities. Open-ended questions help students to think critically as there is not a correct single answer. In the transformation activity, students can turn the text into another script, in

this case, it would be an opinion article or a letter expressing a point of view (see appendix 6). In the last lesson, we selected Know Want Learn (KWL) grids for students to activate prior knowledge as they respond to what they know, what they want to learn and what they have learned with the text (see appendix 7).

The lesson sequence starts by activating students' prior knowledge with short activities such as brainstorming where learners review what they know about the topic with their ideas. When students finished discussing, then it is time for the teacher to model the reading activity by giving instructions of the specific strategy students are going to implement at reading the text, and showing the outcome they are expected to do when they finish reading. The first reading activity intends to be in smalls groups so that students can support each other. After this, as students can discuss the result of their reading with the whole class, the teacher gives feedback. The first activity works as a practice of the second reading activity which is done individually and evaluated at the end of the lesson.

DARTs do not propose a methodology as such but a series of activities and outcomes we can get from students' understanding of texts. Hence, we suggest this type of sequence under the stages that determine what to do before, during, and after reading. This sequence may contribute to foster students' reading comprehension as they have the opportunity to learn reading actively by participating in class discussions and showing the results of their reading physically. In contrast, the teacher characterizes her reading activities in the next comment:

“Yo les llevo un texto y utilizamos la estrategia por ejemplo predecir, yo les digo qué crees, de qué crees que habla el texto; visualizar, crea una imagen sobre lo leído y luego vienen las preguntas, realiza preguntas de comprensión de acuerdo a lo

leído; conectar, relaciona el texto con otros conocimientos y experiencias que hayas tenido; identificar, identifica la idea principal del texto y las palabras claves; inferir, pues utiliza lo leído sobre el texto para elaborar conclusiones y por último evaluar, le digo que elaboren un texto o elaboren una opinión respecto al texto”.

The teacher affirmed during the interview that she implemented activities in which several reading strategies such as prediction, visualizing, questioning, making use of prior knowledge, inference, and others can be developed. These types of activities are appropriate and constitute tasks that we can find in DARTs. Although the frequency of these activities described by the teacher is high, during the reading task we applied to the class, around 51% of the students resorted in translating words or the whole text on their cellphones and dictionaries.

In conclusion, the reading unit consists of four lessons in which a reading level is developed as a way of upgrading the activities the teacher provided to students since they may not induce effective reading development.

#### **4.6 Teaching materials**

Materials are adaptable objects that illustrate what is going to be made during the lessons. Additionally, those have the purpose of helping teachers to generate tangible knowledge. The ability implemented is reading comprehension so, a technological resource named News in level helped us to design and complement the activities with readings such as news articles. Furthermore, this platform is used through cell phones that is why it makes easier for students to obtain the materials.



From the interview to the teacher we found out that audio-visual material and technological tools take part in the English classes. The next paragraph is the description of the last face-to-face lesson the teacher had with the students:

“La última clase presencial la hice de la siguiente manera. Mi clase se basó en un concurso a través de material audiovisual y herramientas tecnológicas como *kahoot*, en esta clase los estudiantes hacían uso de sus celulares concursaron para obtener puntos, su emoción fue evidente y la mía ni se diga”.

In the description of the last lesson, the teacher explained that a competition took place through the use of Kahoot! They must obtain points to complete the activity. Moreover, students had the opportunity to use their cellphones since Kahoot! comes with that function. In this affirmation, the teacher confirms that the implementation of technology to support the English lessons is well-received by the tenth-grade students. Besides, we considered some learners' preferences at the moment of reading to be implemented in various sections such as content and activities but, this is exposed in the following figure (Figure 8).

10. ¿Qué tipo de textos te gustaría leer en inglés? (Puedes escoger más de una opción)

11 respuestas

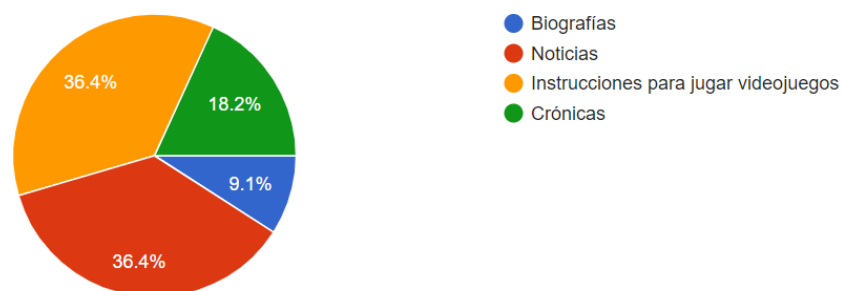


Figure 8. *Types of texts students prefer to read.*

The previous figure presents some preferences students have at reading. Therefore, question in Figure 8 aimed to gather information about what kind of texts learners prefer to read. Results show that 36.4% of the students prefer to read news as well as instructions to play video games. On the contrary, 18.2% of them chose cronics and finally, the 8.1% of them prefer to read biographics. To conclude, the statistics confirm that students are interested in reading news articles and instructions in English more than other type of texts.

#### 4.7 Assessment

Assessment is a numerical product that is obtained from analyzing learners' performance, results and endeavor demonstrated during the activities developed in lessons. Furthermore, it is not only summative (of learning) but also formative (for learning) because the teacher helps students to enhance their abilities through feedback and manners to improve their performance. The following table shows the assessment process within the activities to be implemented during the lessons.

Assessment	First activities	Second activities
<b>For learning</b>	<ul style="list-style-type: none"> <li>• Rank ordering</li> <li>• Open-ended questions</li> <li>• Prediction</li> <li>• KWL grid</li> </ul>	
<b>Of learning</b>		<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Transformation</li> <li>• Graphic modelling</li> <li>• Modular exam (fourth lesson)</li> </ul>

Table 8. *Assessment activities*

We designed these activities to keep track of learner improvement as well as their performance at developing the three reading levels comprised in the study. The activities for learning were designed to support students' background knowledge in practice and develop their reading abilities in order to obtain feedback from the teacher. Meanwhile, activities from the second frame serve as assessment of learning which support the teacher at grading according to their results in the activities and the modular exam. Thus, the activities mentioned before represent the moments in which the assessment takes part during the lessons and through them the assessment is carried out (see appendixes 4-7).

The Suggested Curriculum proposes the use of rubrics and modular exams to evaluate students during the process of learning. For that reason, we took modular exam into account at the end of the unit as the final assessment. According to the interview to the teacher, she stated that assessment moments occurred variously during the lessons and this is exposed in the next comment:

“La evaluación la hago a través de rúbricas y lo que se evidencia de los mismos estudiantes al momento de participar en toda la clase... hay otras maneras de evaluar a los estudiantes a través de cuestionarios, a través de talleres, de trabajos individuales, trabajos en grupo, le evalúo el interés también que tengan por aprender, la pronunciación”.

This affirmation shows how the English teacher evaluates tenth graders; the instructor implements various types of instruments. For instance, rubrics, questionnaires and individual or group workshops. Additionally, the teacher evaluates students' attitudes such as the interest they demonstrate at doing the activities, their participation during lessons and their pronunciation at speaking. To summarize, we established the assessment as formative and

summative in order to make students reach the level, they must have to improve not only their results in standardized tests but also their performance in future projects.

## 5. Discussion

The current study attempted to determine the characteristics of a reading unit through the analysis of learners' needs and contextual features. Findings revealed that any detail of the reading unit is based on similarities found in official documents, the teacher's testimony and students' reading level. Findings presented in the section above not only describe the design of the reading unit but also depict implicitly the implications of such design.

At the moment of designing the reading unit we tried to follow underpinnings of teaching reading, for example, the principles stated by Harmer (2001), in which we could notice there are connections with what others authors have contended about the nature of reading (Adams, 1990; Pressley, 2000). Features such as the use background knowledge, the three reading levels, and the process of turning reading into a more active skill are some of the related principles we could find in the literature, and that we considered are relevant in the unit. Features of these kinds supported our unit design as they worked as the link between the theory and the results of our analysis. In this way, we realized that every decision we make for the unit should be grounded in both theory and the real context of learners.

This paper distinguishes the various information from different sources as it is evidenced that there is more than one way of portraying what students are expected to do and learn in class. It is then, the duty of the teacher or the researcher who longs to update any aspect of curricula, to take into consideration more than one testimony to avoid any kind of bias in the analysis. The design of a unit under the conception of the learners' needs does not imply just taking students' testimonies since this cannot be validated by what these learners may consider fun or easy to learn. In so many cases, young learners are not aware of their

needs. Aligned with this, results from the study also corroborate what Hutchinson and Waters (1987) stated about how the use of needs analysis in General English (GE) courses help to build awareness of learners' needs even when these needs are limited to be short-term such as taking an exam.

When conducting the research, we realized that the target situation, which defines in a more particular way why students need to learn, might influence teachers' decisions in content and methodology regardless of what the curriculum declares. For instance, despite the English teacher describing her class similar to what the school syllabus claims, the lessons observed emphasize grammar and vocabulary probably because of the grade she was teaching. As students are from a course of tenth-grade, they need to be prepared to take the ICFES exam which tests primary vocabulary and grammar knowledge. From this we concluded that, the fact that students learn for the target situation at some range, creates an unequivocal idea among teachers that the whole class is only meant for that purpose.

Although we could connect dots between the official documents and our suggested reading unit, we found some contradictions that question the reason why sometimes a teacher's methodology is not aligned with what institutional curricula suggests. For instance, the suggested curriculum makes a priority the literal reading level over the critical level while one of our objectives was to include an equal development of the three competencies. Relating official documents with teachers' planning seems adequate when adapting content and methods. However, it is necessary to keep in mind that which can benefit students the most. The reading unit seems to our perception effective in fostering students' reading comprehension due to the analysis of what students are more likely to deal with in the future, that is, presenting standardized tests and scholarship opportunities. We consider the

suggested curriculum should comprise not only literal and critical competencies but also the inferential level since this level, along with the literal level, are tested in ICFES.

Another type of contradiction we found were the ones related to what the English teacher applies in class and what the school syllabus and the suggested curriculum propose. We could not reach a solid conclusion about why teachers remain in traditional activities since there might exist many reasons (i.e. Comfortableness, time, context, school support, etc.) besides the one we explain about the target situation. From the findings we could notice that there were not only contradictions among the teacher's methods and the suggested curriculum but also in the way she describes her classes and what we observed. This indicates that in other cases, teachers link their lesson planning with the curricula but at the moment of putting the planning into the real context, things change. Regardless of the type of contradiction, students are the ones who get affected by the teachers' decisions.

When designing a reading unit, learners' English level should become a key component in the design since they define in a certain way at least 90% of the unit features. The objectives and performance indicators have to be aligned with realistic expectations, we cannot expect a student whose English level is very low to start working in activities that require critical thinking or inferences. Moreover, the type of texts as well as the activities should be chosen based on students' level of comprehension. Before having students struggling with different texts and reading strategies, it is better to keep them in one stage of learning to read until they feel comfortable enough to move forward in other states.

Applying this reading unit may promote further discussions in the field of fostering learners' reading skills since the unit was created based on a particular group of students. Thus, the effectiveness of implementing this unit might vary according to the context, the

students, and their needs. Nonetheless, it is conceivable how this attempt of updating an aspect of syllabus design may influence other contexts.

## **6. Conclusion**

This study aimed to describe seven main characteristics of a blended reading unit using DARTs and News articles from News in level. The data was gathered by different instruments and analyzed with triangulation and needs analysis so that findings were presented as the features of the reading unit. Results showed the process of creating a reading unit taking into account any aspect and detail that the needs analysis provided us as well as the contradictions that we found among the official documents and the teacher's testimony.

The objective of this study is relevant in the field of syllabus design as it contributes to the promotion of effective decisions in any curricular aspect in courses from institutions that count with a defined syllabus. Besides that, it encourages the use of technology in class, the application of material appropriate for learners' level, and the necessity of selecting methods that are related to enhance reading without rejecting the importance of other language components such as grammar and vocabulary.

The study dealt with many limitations due to the period in which it was being carried out. The preventive isolation because of the world health issue of COVID-19, was the principal limitation of the research. The directions of the study changed as there was not the possibility of implementing any of our plans. The time of completing the research was reduced as well as the contact we had with the participants. It was difficult to communicate



with the English teacher and the students as it is evidenced in some of the data collections. Most of these instruments became virtual, for instance, the interview made to the teacher was carried out through audio recordings in a WhatsApp chat, and from the 37 students of the course, only eleven could answer the questionnaire we sent via email. Fortunately, we coped with these issues thanks to the previous observations we made, the diagnostic task we applied before the pandemic, and the kindness of the ones who participated in the study even in such a difficult situation.

## REFERENCES

- Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.
- Alyousef, H. S. (2006). Teaching reading comprehension to ESL/EFL learners. *Journal of Language and Learning*, 5(1), 63-73.
- Arismendi, F., Colorado, D., & Grajales, L. (2011). Reading comprehension in face-to-face and web-based modalities: Graduate students' use of reading and language learning strategies in EFL. *Colomb. Appl. Linguist. J*, 13(2), 12-15.
- Behjat, F., Yamini, M., & Bagheri, S. M. (2012). Blended learning: A ubiquitous learning environment for reading comprehension. *International Journal of English Linguistics*, 2(1), 97-106. doi:10.5539/ijelv2n1p97
- Bliuc, M. A., Casey, G., Bachfischer, A., Goodyear, P., & Ellis, R. A. (2012). Blended learning in vocational education: teachers' conceptions of blended learning and their approaches to teaching and design. *The Australian Association for Research in Education*, 39, 237-257.
- Boccia, C., Hassan, S., Moreschi, M., Salmaso, G., Farías, A. & Romero, M. (2019). Reporting on the word around us. In Gutierrez, S (Ed.), *Teaching and learning EFL through different genres*. [E-reader version] (pp. 125-127). Argentina: Teseopress
- Cabrera, F., Donoso, T., & Marin, A. (1994). *El proceso lector y la evaluación*. España: Laertes.

- Christie, F., Gray, B., Gray, P., Macken, M., Martin, J.R., & Rothery, J. (1990). *Exploring reports about countries*. Sydney: Harcourt-Brace Jovanovich.
- Decrop, A. (1999). Triangulation in qualitative tourism research. *Tourism management*, 20(1), 157-161.
- Duffy, T & Jonassen, D. (Eds.) (1992). *Constructivism and the technology of instruction: a conversation*, Hillsdale, New Jersey: Lawrence Erlbaum associates publishers.
- Drew, C. J., Hardman, M. L., & Hosp, J. L. (2008). *Designing and conducting research in education*. Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483385648
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95-105.
- Gilakjani, A. P., & Ahmadi, S. M. (2011). The relationship between L2 reading comprehension and schema theory: A matter of text familiarity. *International Journal of Information and Education Technology*, 1(2), 142-149.
- Graham, R. C. (2014). Handbook of blended learning: Global perspectives. In Bonk, C. J. & Graham, C. R. (Eds.), *Blended learning systems: definition, current trends, and future directions* (para. 4-6). San Francisco, United States: Pfeiffer.
- Hameed, S. (2017). Effect of intervention of directed activities related to texts (DARTs) on undergraduates' writing skill. *PJERE*, 2(1). 77-83
- Harmer, J. (2001) *How to teach English*. England: Pearson Longman. 68-86.

- Harrell, M. C., & Bradley, M. A. (2009). Data collection methods. Semi-structured interviews and focus groups. *RAND*
- Herrera, L. (2017). Impact of implementing a virtual learning environment (VLE) in the EFL classroom. *IKALA*. 22(3), 481-496. Doi: 10.17533/udea.ikala.v22n03a07
- Hirsch, E. D. (2003). Reading comprehension requires knowledge—of words and the world. *American Educator*, 27(1), 10-13.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. England: Cambridge university press.
- Instituto Colombiano para la Evaluación de la Educación (ICFES). (2019). *Guía de orientación saber 11 2020-1*. Bogotá, Colombia: Icfes. 56-58.
- Kabir, S. M. S. (2016). *Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Bangladesh: Book Zone Publication. 201-274.
- Kawulich, B. (2005). Participant observation as a data collection technique. *Forum: Qualitative Social Research*. 6-8, doi: <http://dx.doi.org/10.17169/fqs-6.2.466>.
- Kheizardeh, S. & Birgani, M. (2018). Exploring the effectiveness of blended learning in improving reading comprehension among Iranian EFL students. *Journal of Applied Linguistics and Language Research*, 5(1). 106-120
- Küçükoğlu, H. (2013). Improving reading skills through effective reading strategies. *Procedia-Social and Behavioral Sciences*, 70, 709-714.

Lunzer, E., Gardner, K., Davies, F., & Greene, T. (1984). *Learning from the written word*. Edinburgh: Oliver & Boyd.

Margolin, S., Toland, M., Driscoll, C., & Kegler, J. (2013). E-readers, computer screens, or paper: Does reading comprehension change across media platforms? *Library Publications and Presentations*. 24.

Mendieta, J., Múnera, L., Olmos, T., Onatra, C., Perez, P., & Rojas, E. (2015). Fostering reading comprehension and self-directed learning in a collaborative strategic reading (CSR) setting. *IKALA*, 20(1), 15-42. doi: 10.17533/udea.ikala.v20n1a02

Ministerio de Educación Nacional, MEN. (2016). *Pedagogical principles and guidelines: Suggested English curriculum 6th to 11th grades*. Bogotá, CO: MEN

Nunan, D. (1992). *Research methods in language learning*. Great Britain: Cambridge University Press.

Pamelasari, S. D., & Khusniati, M. (2013). The effectiveness of directed activities related to texts (DARTs) to improve reading comprehension for science students. *FLLT Proceeding*. [http://litu.tu.ac.th/FLLT2013/www.flit2013.org/private\\_folder/Proceeding/620.pdf](http://litu.tu.ac.th/FLLT2013/www.flit2013.org/private_folder/Proceeding/620.pdf).

Pardo-Gonzales, J. (2013). Incorporating blended learning in an undergraduate English course in Colombia. In B. Tomlinson & C. Whittaker. (Eds). *Blended learning in English language teaching: course design and implementation*. (pp. 51-60). London, UK: British Council.

- Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. Kamil, P.B. Mosenthal, P.D. Pearson and R. Barr (Eds.), *Handbook of reading research, 3* (pp. 545-562). Mahwah NJ: Lawrence Erlbaum Associates.
- Poon, J. (2012). Use of blended learning to enhance the student learning experience and engagement in property education. *Emerald Publishing, 30*(2), 129-156.  
doi:10.1108/02637471211213398
- Porion, A., Aparicio, X., Megalakaki, O., Robert, A., & Baccino, T. (2016). The impact of paper-based versus computerized presentation on text comprehension and memorization. *Computers in Human Behavior, 54*, 569-576.
- Rátiva, M., Pedreros, L. A., & Núñez, M. (2012). Using web-based activities to promote reading: An exploratory study with teenagers. *PROFILE, 4*(2), 11-27.
- Sagor, R. (2000). *Guiding school improvement with action research*. United States: ASCD.
- Sharma, P. & Barrett, B (2007) *Blended Learning*. Oxford: Macmillan.
- Sobhy, N., & Megeid, A. (2014). E-learning versus blended learning in accounting courses. *The Quarterly Review of Distance Education, 15*(2), 35–55.
- Syaveny, N. (2017). Teaching reading comprehension by using Directed Activities Related To Text (Drta) For The Students. *Jurnal Kata: Penelitian tentang Ilmu Bahasa dan Sastra, 1*(2), 153-158.
- Thomson, E. A., White, P. R., & Kitley, P. (2008). “Objectivity” and “hard news” reporting across cultures: Comparing the news report in English, French, Japanese and Indonesian journalism. *Journalism Studies, 9*(2), 212-228.

- White, P. R. (2006). Evaluative semantics and ideological positioning in journalistic discourse. In Lassen, I., Strunck, J. & Vestergaard, T. (Eds.), *Mediating Ideology in Text and image: Ten critical studies*. (pp. 37-67) Amsterdam: John Benjamins Publishing.
- Wong, L., Tattnall, A., & Burgess, S. (2014). A framework for investigating blended learning effectiveness. *Emerald Publishing*, 56(2), 233-251. doi:10.1108/ET-04-2013-0049.
- Wu, W., Yen, L., & Marek, M. (2011). Using online EFL interaction to increase confidence, motivation, and ability. *Educational Technology & Society*, 14(3), 118–129.
- Yanow, D. (2007). Qualitative-interpretive methods in policy research. In F. Fischer, G. Miller & M. S. Sidney (Eds.), *Handbook of public policy analysis: theory, politics, and methods* (pp. 405-416). Boca Raton, FL: CRC/Taylor & Francis.

## Appendix 1

### TALLER DIAGNÓSTICO DE COMPRENSIÓN LECTORA

Nombres y Apellidos: \_\_\_\_\_ Grado: \_\_\_\_\_ Fecha: \_\_\_\_\_

1. Enumera los siguientes eventos en la forma en que ocurrieron en la noticia.

☐

Se descubrió que había una trituradora dentro del marco de la pintura.

☐

Algunas personas consideraron que fue algo ingenioso.

☐

Hubo conmoción entre la audiencia momentáneamente.

☐

La pintura se destruyó a sí misma en el momento en que se vendió.

2. Marca la respuesta correcta de acuerdo con el texto: ¿Cuál crees que pudo ser la reacción del comprador al ver su pintura destruida?

- a) Se mantuvo calmado e incrédulo durante lo ocurrido.
- b) No se inmutó en lo absoluto.
- c) Felicitó el ingenio del artista.
- d) Se sorprendió con terror ante inusual hecho.

3. ¿Cuál crees que puede ser el punto de vista del autor de la noticia ante el hecho?  
Justifica tu respuesta.



## Appendix 2

Rubric for critical answers (Diagnostic task)

No.	Criteria	Score
1.	No answer	0
2.	The meaning of the answer might not be clear, it does not correspond to any type of point of view and the idea is incomplete.	0.5
3.	The meaning of the answer is clear, it contains a point of view but, this one does not respond the question.	1
4.	The meaning of the response is clear, it contains a point of view, it might answer the question but, it misses key points.	1.5
5.	The meaning of the answer is clear and its critical aspect responds the question accurately.	2

### Appendix 3

**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**  
**Licenciatura en Educación Básica con Énfasis en Humanidades - inglés**  
**UNIT PLAN (For performance-based assessment).**

**TEACHER-LEADER:** Omis Espitia Altamiranda and Luz Karina Mejía **SCHOOL:** Liceo La Pradera  
**GRADE:** 10° **NUMBER OF LESSONS:** 4 **TOTAL TIME:** 8 hours

<b>Instructional goals &amp; Cognitive and affective Learning Objectives:</b> <ul style="list-style-type: none"> <li>Identify keywords and structure of informative texts that allow them to determine general ideas.</li> <li>Create inferences of informative texts based on their prior knowledge of the topic.</li> <li>Take a critical position in view of the author's opinion about a certain topic.</li> </ul>	<b>Learning Outcomes: The performance part of a learning objective (Found in the Standards for English booklet)</b> <ul style="list-style-type: none"> <li>Identify general and specific ideas in informative texts.</li> <li>Makes inferences from the information in the text.</li> <li>Identify the author's opinion and take a critical position about it.</li> </ul>
--	---

PERFORMANCE INDICATORS	TEACHING POINTS (Content and language: vocabulary and grammar)	MAIN ACTIVITIES and ASSESSMENT MOMENTS (Both formative & summative)
<b>LITERAL LEVEL</b> <b>Knowing:</b> Identifies main words, phrases and structures and their meaning in informative texts. <b>Doing:</b> Summarizes key points of informative texts in graphic organizers. <b>Being:</b> Values informative texts as a source to learn about other disciplines.	<ul style="list-style-type: none"> <li><b>Lexical topics:</b> <i>Fashion, sports and other activities, school problems and, health.</i></li> <li><b>Fashion:</b> <i>balaclava, brand, striped, Model/supermodel/male model, designer, hairdresser, tailor, Fashion victim, Street and, market clothes</i></li> <li><b>Sports and other activities:</b> <i>Event, sponsor, income, skateboarding, Windsurfing, Parachute, Jet skis, Rock climbing and, Motocross.</i></li> <li><b>School problems:</b> <i>Comprehensive, commonality, intent, cheating, using electronic devices in class and, plagiarism.</i></li> <li><b>Health:</b> <i>vaccine, clinical trial, immunity, Body image, Nutrition, Symptom, Binge and, Purge.</i></li> </ul>	<ul style="list-style-type: none"> <li>Rank ordering: Complete a rank.</li> <li>Graphic organizer: Create a mind map or a spider diagram.</li> <li>Prediction:</li> <li>Graphic modelling: Create a graphic following a sequence.</li> <li>Open-ended questions: Answer the questions giving reasons.</li> <li>Transformation: Turn into another script a news article.</li> <li>KWL grid: Complete a grid.</li> <li>Transformation: Turn into another script a news article.</li> <li>Modular exam: Complete a test.</li> </ul>
<b>INFERENTIAL LEVEL</b> <b>Knowing:</b> Identify basic ideas that can lead to future events in the text. <b>Doing:</b> Makes basic predictions of informative texts in a written or oral way <b>Being:</b> Reflects about his or her own actions that can lead to negative situations.		
<b>CRITICAL LEVEL</b> <b>Knowing:</b> Identifies elements of informative texts that might show the author's opinion. <b>Doing:</b> Presents a critical position in a written or oral way. <b>Being:</b> Respects others' points of view.		

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• <b>Grammatical structures:</b> <i>Present simple and Past simple.</i></li> </ul> |  |
|--|---|--|

**RESOURCES AND MATERIALS (human, instructional aids, printed/digital material, Websites)**

<https://www.newsinlevels.com/>

Cell phones

Board, markers, eraser

Pencils, paper, sharpener, ruler

News in level articles, WhatsApp

## Appendix 4

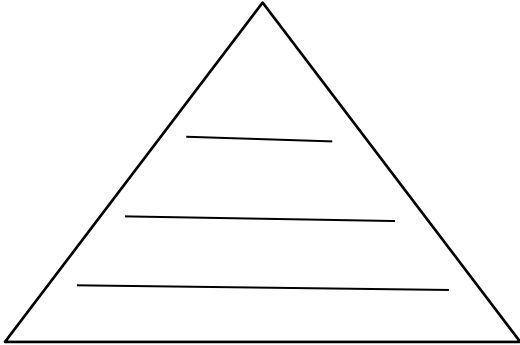
### FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS Licenciatura en Educación Básica con Énfasis en Humanidades - inglés LESSON PLAN I

**TEACHER:** Omis Espitia Altamiranda and Luz Karina Mejía Germán **SCHOOL:** Liceo La Pradera **GRADE:** 10° **LESSON TITLE:** Fashion **TIME:** 2 hours

TASK/PROJECT/PROBLEM	Learning outcomes (Performance Indicators)	Performance indicators
Complete the raking and create a graphic based on the news article.	At the end of the lesson students will be able to make use of prior knowledge, break the structure of the news article determining main and supporting ideas and, work in group.	<p><b>Knowing:</b> Identifies main words and phrases and their meaning in informative texts.</p> <p><b>Being:</b> Values informative texts as a source to learn about other disciplines.</p> <p><b>Doing:</b> Summarizes key points of informative texts in graphic organizers.</p>

#### INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
<ul style="list-style-type: none"> <li>The instructor welcomes the students with a greeting, followed by a presentation about herself telling her name and what is the role that is going to represent in the classroom.</li> <li>After that she invites learners to get up of their chairs because they are going to do a lead in specifically an exercise to get energetic for starting the class. The teacher is going to guide the learners during the exercise indicating them what they have to do (rise their hands, touch their feet, so on...)</li> <li>Later on, the teacher is going to write the next question on the board: What famous clothes and shoes brands do you know? The instructor writes learners' answers</li> </ul> <p>on the board and the word Fashion then, she explains that Fashion is the lesson topic.</p>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>10 minutes</li> <li>10 minutes</li> <li>10 minutes</li> </ul>
<b>Core activities</b>	<ul style="list-style-type: none"> <li>Cell phones</li> </ul>	<ul style="list-style-type: none"> <li>40 minutes</li> </ul>

<ul style="list-style-type: none"> <li>The teacher starts saying students to make small groups (3 or 4 classmates) and explains the activity:</li> <li>-The instructor provides the following link: <a href="https://www.newslevels.com/products/fashion-faux-pas-level-2/">https://www.newslevels.com/products/fashion-faux-pas-level-2/</a> to the learners through WhatsApp and indicates that they must click on it.</li> <li>-When students enter to the news article the teacher says that today they are going to work on their literal reading skill.</li> <li>-The instructor asks students to create the next figure: (the teacher draws the figure on the board)</li> </ul>  <p>-Then, the teacher indicates students how to complete the rank by providing them an example of a main idea and a specific idea. After that, learners must read the news and rank its ideas in the figure starting from the title followed by the main idea of the text and finally, two supporting details.</p> <p>-When learners finish the activity, each group have to choose a leader and that person must stay in his/her chair while the other ones must visit the other leaders. The leader has to expose his/her group's rank to the visitors and talk with them about their rank trying to know if they have the same information.</p> <p>-Finally, when all students have shared their ranks, they must write the members' names, give their complete figures to the teacher and return to their sites in the classroom.</p>	<ul style="list-style-type: none"> <li>Markers</li> <li>Paper</li> <li>Pencils</li> <li>Eraser</li> </ul>	
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>The teacher tells students to take out a piece of paper. In it they have to create a mind map or a spider diagram that should contents the essential parts of the news articles such as the title, main idea and at least three supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Pencils</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>40 minutes</li> </ul>

When learners finish their illustrations, they must write their names on their papers and give it to the teacher.		
---	--	--

**ASSESSMENT:**

- Verify the previous knowledge of the students with the activities.
- Monitor students' discussion and creation of their illustrations.
- Notice if learners know how to work in group.
- Participation.

**REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:**

## Appendix 5

### FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS Licenciatura en Educación Básica con Énfasis en Humanidades - inglés LESSON PLAN II

**TEACHER:** Omis Espitia Altamiranda and Luz Karina Mejía Germán **SCHOOL:** Liceo La Pradera **GRADE:** 10°

**LESSON TITLE:** Sports and other activities **DATE:** **TIME:** 2 hours

TASK/PROJECT/PROBLEM	Learning outcomes (Performance Indicators)	Performance indicators
Write predictions about the news article and create a comic inferring what happens later in the news.	At the end of the lesson students will be able to make use of prior knowledge, make inferences about what happens now and later in informative texts and, work in group.	<p><b>Knowing:</b> Identify basic ideas that can lead to future events in the text.</p> <p><b>Being:</b> Makes basic predictions of informative texts in a written or oral way.</p> <p><b>Doing:</b> Reflects about his or her own actions that can lead to negative situations.</p>

#### INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
<ul style="list-style-type: none"> <li>The instructor greets students and asks them how they are.</li> <li>The teacher invites students to stand up and stretch their bodies then, they can sit down.</li> <li>After that, the instructor shows to the learners some images related to Sports (see in appendix 1). With those students should guess what is the topic of the class, when they discovered the topic instructor is going to write it on the board.</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Eraser</li> <li>Images</li> </ul>	<ul style="list-style-type: none"> <li>5minutes</li> <li>5minutes</li> <li>5minutes</li> </ul>

<ul style="list-style-type: none"> <li>• Later on, the teacher presents other images related to Tour de France (see appendix 2) and invites learners to guess what is the sporting event. Then, she/he is going to ask the following question: What do you know about Tour de France? While students share their answers, the teacher takes notes on the board.</li> </ul>		<ul style="list-style-type: none"> <li>• 15minutes</li> </ul>
<p><b>Core activities</b></p> <ul style="list-style-type: none"> <li>• In the next part the instructor asks students to make small groups (3 or 4 classmates) and explains the activity.</li> </ul> <p>-The teacher is going to write on the board the next title: <b>Bike Race New Date</b> after that, she/he explains that this is the title of a news article and they must take into account the information in the previous warm up. Then, instructor requests students to take out a sheet of paper by group and in it they must write a prediction about what happens in the news.</p> <p>Later, when learners have their predictions they must stand up and look for a partner in the other groups in order to share with the other ones the predictions they created. Finally, all the groups' members have to write their name in the paper and give it to the instructor.</p>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• Paper</li> <li>• Pencils</li> <li>• Eraser</li> </ul>	<ul style="list-style-type: none"> <li>• 35 minutes</li> </ul>
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• At last, the teacher is going to give a sheet of paper to each student and then, she/he provides the next link: <a href="https://www.newsinlevels.com/products/bike-race-new-date-level-2/">https://www.newsinlevels.com/products/bike-race-new-date-level-2/</a> via WhatsApp to the learners. The teacher indicates them that they have to click on the link and read the news article with the purpose of creating a comic in which they must draw an inference about what happens later in the news.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils</li> <li>• Eraser</li> <li>• Colors</li> <li>• Cell phones</li> </ul>	<p>□ 45 minutes</p>



**ASSESSMENT:**

- Verify the previous knowledge of the students with the activities.
- Monitor students while writing predictions, making discussion and creating their comics giving them feedback in all the cases.
- Notice if learners know how to work in group.
- Participation.

**REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:**

## Appendix 6

### FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS Licenciatura en Educación Básica con Énfasis en Humanidades - inglés LESSON PLAN III

**TEACHER:** Omis Espitia Altamiranda and Luz Karina Mejía Germán **SCHOOL:** Liceo La Pradera **GRADE:** 10°

**LESSON TITLE:** School problems **DATE:** **TIME:** 2 hours

TASK/PROJECT/PROBLEM	Learning outcomes (Performance Indicators)	Performance indicators
Discuss about the commonest school problems and write an opinion article giving points of view and suggestion about how to avoid the problems mentioned before.	At the end of the lesson students will be able to make use of prior knowledge, discuss about school problems and write about them giving opinions and suggestions to avoid those problems.	<p><b>Knowing:</b> Identifies elements of informative texts that might show the author's opinion.</p> <p><b>Being:</b> Presents a critical position in a written or oral way.</p> <p><b>Doing:</b> Respects others' points of view.</p>

#### INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
<ul style="list-style-type: none"> <li>The instructor greets students and asks them how they are.</li> <li>The teacher invites students to stand up and stretch their bodies then, they can sit down</li> <li>Later, the teacher writes on the board <b>School problems</b> and asks students what are the commonest school problems that exist in their school? While learners answer the instructor takes notes on the board.</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Eraser</li> </ul>	<p>5minutes</p> <p>5minutes</p> <p>10 minutes</p>
Core activities		40 minutes
<ul style="list-style-type: none"> <li>The teacher starts the next activity by indicating students to form a round table then, she/he writes the</li> </ul>	<ul style="list-style-type: none"> <li>Markers</li> </ul>	

<p>following question on the board: What do you prefer, being bullied or make Bullying? Why? Instructor explains that learners must discuss the question with the person next to them. When they finish discussing the teacher is going to request learners to share their opinions giving reasons. In this part, the teacher must talk to the learners about the Bullying and its consequences giving her/his opinion about the problem.</p>		
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Later on, instructor shares with the students the following link:<a href="https://www.newsinelevels.com/products/stop-school-attacks-level-2/">https://www.newsinelevels.com/products/stop-school-attacks-level-2/</a> through WhatsApp and indicates them that they have to click on it.</li> <li>• The teacher asks learners to individually take out a sheet of paper and explains that after reading the news article they must write an opinion article giving their points of view about the informative text and add at least 3 tips related to how to avoid the school problems included in the news.</li> </ul>	<p><input type="checkbox"/> Paper <input type="checkbox"/> Pencils <input type="checkbox"/> Eraser</p>	<p>40 minutes</p>

**ASSESSMENT:**

- Verify the previous knowledge of the students with the activities.
- Monitor students' discussion and writing giving them feedback.
- Notice if learners know how to work in group.
- Participation.

**Reflections after lesson implementation – follow up:**

**Appendix 7**  
**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**  
**Licenciatura en Educación Básica con Énfasis en Humanidades - inglés**  
**LESSON PLAN IV**

**TEACHER:** Omis Espitia Altamiranda and Luz Karina Mejía Germán **SCHOOL:** Liceo La Pradera **GRADE:** 10° **LESSON TITLE:** Health **DATE:** **TIME:** 2 hours

<b>TASK/PROJECT/PROBLEM</b>	<b>Learning outcomes</b> (Performance Indicators)	<b>Performance indicators</b>
Complete the KWL grid and create a brochure about the Coronavirus	At the end of the lesson students will be able to make use of prior knowledge, write what they know, want and what they have learnt from the news article, turn the news article into another script and, work in group.	<p><b>Knowing:</b> Identifies main words and phrases and their meaning in informative texts.</p> <p><b>Being:</b> Respects others' points of view.</p> <p><b>Doing:</b> Presents a critical position in a written or oral way.</p>

**INSTRUCTIONAL ACTIVITIES**

<b>Warm-up</b>	<b>Resources/Materials</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>The instructor greets students and asks them how they are.</li> <li>The teacher invites students to stand up and stretch their bodies then, they can sit down.</li> <li>Later on, instructor writes this question on the board: What do you know about the Coronavirus? While students answer the teacher takes notes on the board. The, she/he communicates that the lesson topic is Health for that reason they are going to talk about the Coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>5minutes</li> <li>5minutes</li> <li>10 minutes</li> </ul>
<b>Core activities</b>		
<ul style="list-style-type: none"> <li>This class starts with the instructor indicating learners to make small groups (3 or 4 classmates). With the groups formed the teacher provides the following link:</li> </ul>	<ul style="list-style-type: none"> <li>Cell phones</li> <li>Markers</li> <li>Paper</li> <li>Pencils</li> </ul>	<ul style="list-style-type: none"> <li>35 minutes</li> <li>15minutes</li> </ul>

<p><a href="https://www.newslevels.com/products/coronavirus-and-vaccine-level-2/">https://www.newslevels.com/products/coronavirus-and-vaccine-level-2/</a> to the students through WhatsApp. When all have the news article on their cellphones the instructor is going to give each group a sheet of paper in which they must draw the next KWL grid: (the teacher draws the grid on the board)</p> <table><tr><td>What we know</td><td>What we want to learn</td><td>What we have learned</td></tr><tr><td></td><td></td><td></td></tr></table> <p>-The teacher explains that students must complete the grid writing: first, what they know about the topic; second, what they want to learn about Health (Coronavirus) and finally, they must read the article and write what they have learned from the news.</p> <p>-After that, each group have to choose at least two members and each of them must write on the grid the teacher drew on the board an idea in the correct space and explain their responses to their classmates.</p> <p>-At last, each group must write their names on theirs papers and give them to the instructor.</p> <ul style="list-style-type: none"><li>In the next activity, students have to take out a sheet of paper and transform the news article into a brochure in which learners must write relevant information about the sickness (Coronavirus) and manners to avoid it.</li></ul>	What we know	What we want to learn	What we have learned				<ul style="list-style-type: none"><li>Eraser</li><li>Ruler</li></ul>	
What we know	What we want to learn	What we have learned						
<p><b>Closure</b></p> <ul style="list-style-type: none"><li>At the end, the teacher is going to indicate students to move their chairs in order to be separate from their partners because they will do an exam. The instructor explains the structure of the test and communicates</li></ul>	<ul style="list-style-type: none"><li>Exam</li><li>Pencils</li><li>Eraser</li></ul>	20minutes						

learners that if they have questions, they can ask her/him.		
---	--	--

**ASSESSMENT:**

- Verify the previous knowledge of the students with the activities.
- Monitor students' while doing the grid and the creation of their letters.
- Give learners feedback about their performance (for learning)
- Realize if they know how to work in group.
- Modular exam (for earning)
- Participation.

**REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:**